Patterson High School

Teacher: Ms. Nichols Lesson Date: Thursday & Friday, December 8-9

Subject: Psychology Unit Title: Psychological Disorders

|  |  |  |  |
| --- | --- | --- | --- |
| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  **Reading primary sources + developing arguments from multiple perspectives** | | **Agenda:** *(What is the snapshot of my class flow?)*  **Do now**  **Big questions**  **DSM reading, PTSD reading**  **Hurt locker + essay assistance** | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Students will be **able to analye the pros and cons of diagnosing someone with PTSD and asses if Will James has PTSD by comparing physical to mental illness, reading the DSM, analyzing PTSD in the DSM and diagnosing a fictional character through film.** | | | |
| TIME | INSTRUCTIONAL SEQUENCE | |  |
| 5 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*   1. Do you believe people that have physical illnesses (like cancer, heart disease, etc.) often feel judged or discriminated against based on their sickness? Explain. 2. Do you believe people that have mental illnesses (like depression, phobias, OCD, etc) often feel judged or discriminated against based on their sickness? Explain | | * Admit Slip |
| 5 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will ask big questions that challenge students to consider the stigmatization of people with illness and mental illness. How should psychologists determine this? (reference homework assignment about “gay” as a disorder). Student discussion. | |  |
|  | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Guided reading and CFUs on the DSM. Teacher will model annotating. | |  |
|  | **Practice as Class:** (”We do”/guided practice/teacher involved.)  Guided reading on diagnosing PTSD (see attached) with stop & jots along the way. Lots of guidance here because the reading is challenging. Set purpose with film prior to reading.  Film viewing to diagnose Will James; students answer guided questions (30 @ minimum) | | * Complete Practice Problems/Labs * Use Manipulatives |
|  | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Will write summary and analysis at the conclusion of the film. | | * Discussion * Open-Response |
|  | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  Recap film, ball toss. | |  |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Teacher will pull students during the film for additional essay assistance. | |  |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)* |
| **Notes:** |

# Post-Lesson

|  |
| --- |
| **Reflection:** |
| **Next Steps:** |